



ECHE 3313-04 Early Childhood Cognition  
Fall 2015

ECHE 3313 is a required course for the EC-6 GEN program and the ECE and ECA Minor  
College of Education  
Department of Language, Literacy & Special Populations

**Instructor:** Dr. Elizabeth L. Lee  
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Office hours:  
Online assistance daily via email  
Tuesday/Thursday 4:20-5:20 PM (please schedule appointment)

**Class Format:** Face-to-face

**Class day and time:** Tuesday 5:30-8:20 PM

**Class location:** TWC 334

**Course Description:** The curriculum in the preschool and primary grades is presented with an emphasis on the Texas Essential Knowledge and Skills. The philosophical orientation of early learning and development, classroom arrangements, selection of material and activities, evaluation procedures, and developmentally appropriate practices will be studied. Credit 3.

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends).  
Important: Learning fundamental principles, generalizations, or theories.

**Reading Material:**

Required Textbook: Lasley, E., Haas, L., Nabors, D., & Polnick, B. (2014). *Learning through play: Early childhood theory, development, exploration and engagement*. Dubuque, IA: Kendall Hunt.

Recommended: Copple, C. & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8* (3rd ed.). Washington DC: National Association for the Education of Young Children.

**Tk20 Account Statement:**

Tk20 Account is not required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

**Recommended websites:**

Texas Essential Knowledge and Skills (TEKS) –  
<http://www.tea.state.tx.us/index2.aspx?id=6148>

Texas Pre-Kindergarten Guidelines –  
<http://www.tea.state.tx.us/index2.aspx?id=2147495508>

Texas Infant, Toddler, Three-Year-Old Early Learning Guidelines -  
<http://earlylearningtexas.org/media/20496/texas%20infant%20toddler%20and%20three-year-old%20early%20learning%20guidelines.pdf>

**Course Format:**

The format of this class is face to face with additional support of the electronic platform Blackboard. The course will include online and face-to-face lecture, PowerPoint presentations, Word documents and additional resources. It is necessary that the students have access to Microsoft Office, PowerPoint and Word to open and edit documents as well as internet access to access Blackboard and other electronic sources. Students will submit materials by hard copy and electronically. This will include discussion boards, reflections, in class assignments, check points, a research paper, and project submissions.

**Course Content:**

ECHE 3313 is an early childhood course designed to prepare pre-service educators for working with young children; preschool through fourth grade. Students will focus on the foundations of early learning, cognition, and how to plan developmentally appropriate learning experiences for young children.

Throughout this course Students will demonstrate their ability to:

1. Identify, define, and explain the development of young children's cognition.
2. Demonstrate the importance of developing instructional goals that are suitable for students with varied learning needs.
3. Uses knowledge of how children learn and develop to provide opportunity that support children's physical, cognitive, social and emotional development.
4. Identify, define, and explain a variety of developmentally appropriate teaching strategies.
5. Demonstrate the ways in which early childhood educators teach thematically while engaging in an interdisciplinary curriculum.
6. Understands and applies theories of cognition to the development of classroom environments and learning experiences.
7. Identify ways teachers of young children guide behavior.
8. Identify the role of assessment through cognitive processes and products.
9. Demonstrate and apply informal and formal assessments using age appropriate strategies to evaluate children's work and abilities.
10. Develops and designs indoor and outdoor age appropriate learning environments that support children's cognitive processes and products.
11. Devise strategies for working with diverse families, specialists, and paraprofessionals.

## Course Requirements/Expectations:

**Time requirement:** This is a 3-hour credit course. Each week the student will spend 3 hours a week in class and an additional 4-9 hours a week reading, studying, and preparing for the class. There may be online or alternate assignments posted to substitute for face to face meetings, as selected by the instructor.

**Field experience:** no field experience is associated with this class.

**Attendance policy:** Each class session is important to your understanding of the course content. The course meeting time is 3 hours in length each week. Students may miss one class before points are taken away from attendance. After one class is missed **ten (10) points** will be deducted for each initial absence. The course meeting time is 3 hours in length each week. If you miss more than one of the three hours it will count as an absence. Excessive absence situations will be addressed on an individual basis. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials. *Attendance will be taken at the start of class. Therefore, it is important to arrive on time.*

**Assignments and grading:** Work is to be submitted in class and/or electronically submitted to Blackboard. All grading criteria/rubrics will be provided when the assignment is introduced. Attach a grading rubric to each assignment you wish graded. If there is no rubric, a 1-point deduction will result. **The method for turning assignments in is subject to change based on what is best for the students and the professor.**

**SHSU Online and Blackboard Information:** All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted on Blackboard. It is your responsibility to access the class site frequently. **Microsoft Office** is the preferred operating system for opening and creating documents (PowerPoints and Word documents). **Assignments are to be submitted using Microsoft Word. Feedback will be provided internally in your submitted file using “track changes” - all markup.**

**Late assignment policy:** Assignments are expected to be submitted on or before the due date noted on the course calendar. Late assignments are accepted but will result in point deductions. One point deduction if submitted after the beginning of class, and an additional point per day (example if the assignment is due on Thursday prior to class and is submitted later on Thursday, one point deduction if submitted on Friday, 2 points deducted), All assignments are due before class on the listed as the due date.

Cell phones, tablets and computers may be used for educational purposes during class times. **Cell phones may not be used for personal use during class time.** [Sam Houston State University Academic Policy Statement 100728](#)

Professionalism must be maintained. This is a professional course of study that prepares students to be responsible, accountable, and successful educators in preparing children of today for their future, as well as the future of our society. As an educator, you will additionally be responsible to parents, colleagues, and the community that should not be taken lightly. Enthusiasm and dedication to your coursework will better you prepare you in engaging children in the learning process. Behaviors considered unprofessional will be addressed on an individual basis.

Student Information on: Academic Dishonesty, Classroom Rules of Conduct, Student Absences on Religious Holy Days, Students with Disabilities Policies and Visitors in the Classroom are located at  
9/4/17

this SHSU website. Students are expected to read, understand and adhere to the above information.  
(<http://www.shsu.edu/sacs/compliancereport/narratives/documents/3.4.5-SHSU-Syllabus-Guidelines.pdf>) <http://www.shsu.edu/syllabus/>

## **University Policies:**

Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

SHSU Academic Policy Manual -- Students

[Procedures in Cases of Academic Dishonesty #810213](#)

[Disabled Student Policy #811006](#)

[Student Absences on Religious Holy Days #861001](#)

[Academic Grievance Procedures for Students # 900823](#)

SHSU Academic Policy Manual – Curriculum and Instruction

[Use of Telephones and Text Messaging in Academic Classrooms and Facilities #100728](#)

Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. No visitors are allowed in the field experience site.

## **NCATE Accreditation**

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

## **The Conceptual Framework and Model:**

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of

Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs.

### College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

### Matrix:

Course Objectives Throughout this course, students will:

- Identify, define, and explain the development of young children's cognition.
- Demonstrate the importance of developing instructional goals that are suitable for students with varied learning needs.
- Uses knowledge of how children learn and develop to provide opportunity that support

- children's physical, cognitive, social and emotional development.
- Identify, define, and explain a variety of developmentally appropriate teaching strategies.
- Demonstrate the ways in which early childhood educators teach thematically while engaging in an interdisciplinary curriculum.
- Understands and applies theories of cognition to the development of classroom environments and learning experiences.
- Identify ways teachers of young children guide behavior.
- Identify the role of assessment through cognitive processes and products.
- Demonstrate and apply informal and formal assessments using age appropriate strategies to evaluate children's work and abilities.
- Develops and designs indoor and outdoor age appropriate learning environments that support children's cognitive processes and products.
- Devise strategies for working with diverse families, specialists, and paraprofessionals.

Topics/Objectives	Activities/Assignments (including filed based activities)	Measurement (including performance based)	Standards Alignment S1- SPA Alignment (ACEI) S2 – SPA Alignment (NAEYC) TS – Texas Educator Standards/Competencies DDP – Diversity and Dispositions Proficiencies	Standards Alignment CF – Conceptual Framework Indicator NET*S – ISTE/NETS Technology Standards for Students
Identify, define, and explain the development of young children's cognition.	Child Development Binder  Check for Understanding moments	Binder rubric  In class checks  Exams	ACEI 1  NAEYC 1 a-c, 5 a-c  DDP 10	CF 1  NET*S
Demonstrate the importance of developing instructional goals that are suitable for students with varied learning needs.	Child Development Binder  Creating Lesson Unit  Discussions	Unit Lesson Plans  Modification/Extension paper  Materials and description rubric  Discussions  Group discussion summaries  Quizzes and Exams	ACEI 1, 2.1-2-7, 3.1-3.5  NAEYC 1 a-c, 4 a-d, 5 a-c  DDP 2, 10	CF 1,3  NET*S 4
Uses knowledge of how children learn and develop to provide opportunity that support children's physical, cognitive, social and emotional development.	Child Development Binder  Creation of Lesson Unit  Creation of materials  Reflections	Unit Lesson Plans  Reflection paper  Learning materials rubric  Quizzes and Exams	ACEI 1, 2.1-2-7, 3.1-3.5  NAEYC 1 a-c, 4 a-d, 5 a-c  DDP 2. 10	CF 1,3  NET*S 4
Identify, define, and explain a variety of developmentally appropriate teaching strategies.	Discussions	Unit lesson Plan rubric  Rubric Transitions  Quizzes and exams	ACEI 1, 2.1-2-7, 3.1-3.5  NAEYC 1 a-c, 4 a-d, 5 a-c  DDP 2, 6, 10	CF 1,3  NET*S 2, 4

Demonstrate the ways in which early childhood educators teach thematically while engaging in an interdisciplinary curriculum.	Lesson Unit and Lesson materials	Unit Lesson Plans Learning materials rubric	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 b, 5 a-c	CF 1,3 NET*S 2, 4
Understands and applies theories of cognition to the development of classroom environments and learning experiences.	Lesson Unit Classroom Design	Lesson Unit plan Rubric/ Classroom design and materials selection rubric	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 5 a-c	CF 1,3 NET*S 2, 4
Identify ways teachers of young children guide behavior.	Discussion	Rubric Praise/support cards Discussion Reflections	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 4 a-b DDP 2	CF 1,3 NET*S
Identify the role of assessment through cognitive processes and products.	Reflections Discussion	Reflection papers Exams and quizzes	ACEI 1, 2.1-2-7, 3.1-3.5, 4 NAEYC 3 a-d DDP 2	CF 1,4 NET*S, 4
Demonstrate and apply informal and formal assessments using age appropriate strategies to evaluate children's work and abilities.	Review of standards Child Development Binder	Group paper Exams and quizzes	ACEI 1, 2.1-2-7, 3.1-3.5, 4 NAEYC 3 a-d DDP 7, 10	CF 1,4 NET*S 2, 4
Develops and designs indoor and outdoor age appropriate learning environments that support children's cognitive processes and products.	Classroom Design Selection of materials Reflection paper	Classroom design rubric Materials rubric	ACEI 1, 2.1-2-7, 3.1-3.5 NAEYC 1 a-c, 5 a-c DDP 10	CF 1 NET*S 2 4
Devise strategies for working with diverse families, specialists, and paraprofessionals.	Discussion Reflection	Discussion board Quizzes and exams	ACEI 1, 2.1-2-7, 3.1-3.5, 5.2 NAEYC 1 a-c, 2 a-c, 4 a DDP – 6, 10	CF 1,3 NET*S 2

Complete information on the above standards can be found at the following web addresses.

NCATE Unit Standards: <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>  
<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

<http://www.tea.state.tx.us/index2.aspx?id=5938>

NAEYC standards: [http://education.uncc.edu/eportfolio/documents/word\\_files/Standards/naeyc\\_standards.htm](http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm)

ACEI standards:

[http://education.uncc.edu/eportfolio/documents/word\\_files/Standards/acei\\_standards.htm](http://education.uncc.edu/eportfolio/documents/word_files/Standards/acei_standards.htm)

Educator Preparation Services site for Conceptual Framework: [http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/) CF—Conceptual Framework Indicator

NETS – ISTE NETS Technology: [http://www.iste.org/Libraries/PDFs/NETS\\_for\\_Teachers\\_2008\\_EN.sflb.ashx](http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx)  
NETS\*S – ISTE NETS Technology Standards for Students

NCATE/CAEP Standards

[N/C—NCATE/CAEP Standard 1 \(if there is no SPA\)](#)

**Course Activities/Assignments:**

1. Quizzes 2 @ 30 pts. = 60 pts.
2. Child Development Binder = 100 points - 5 check points of 20 pts. each
3. Unit Lessons 5 @ 10 = 50 points
4. Classroom Design and Selection of Materials (Group) = 40 points
5. Discussion boards 5 @ 10 points – 50 points
6. Age Appropriate Materials (toy share) = 20 points
7. Exam = 60 points
8. Classroom participation, effort, and dispositions = 20 points

**Evaluation/ Grading:**

There will be a possible total of 400 points accumulated in the completion of this course.

A=93% and above      B=80-92%      C=70-80%      D=60-70%      F= below 60%

372-400 = A

320 – 371 = B

280-319 = C

240 – 279 = D

below 240 = F

Extra Credit Points – For this course you may earn up to 10 extra credit points by taking a bonus quiz which will cover chapters 10-15.



## Schedule for the Semester

<b>Class Date</b>	<b>Topics/Required Readings</b> -Read before class on this date	<b>Assignment Due Dates</b> -Due at the beginning of class on this date
Tuesday, September 5	Intro. To class Syllabus	
Tuesday, September 12	Learning Through Play Chapter 1	
Tuesday, September 19	Learning Through Play Chapter 2	Discussion Board #1 Due (opens 9/12)
Tuesday, September 26	Learning Through Play Chapter 3	
Tuesday, October 3	Learning Through Play Chapter 4-5	Discussion Board #2 Due (opens 9/26)
Tuesday, October 10	Learning Through Play Chapter 6-7	Quiz # 1 Learning Through Play Chapters 1-4 (opens 10/3) Classroom Design and Selection of Materials group 1-2
Tuesday, October 17	Learning Through Play Chapter 8-9	Discussion Board #3 Due (opens 10/10) Classroom Design and Selection of Materials groups 3-4
Tuesday, October 24	Learning Through Play Chapter 10	Quiz # 2 Learning Through Play Chapters 5-9 (opens 10/17) Binder Assignment Submission # 1 Philosophy/Definition of play/Selection of age
Tuesday, October 31	Learning Through Play Chapter 11	Discussion Board #4 Due (opens 10/24) Binder Assignment Submission # 2-Infants Infant toy share
Tuesday, November 7	Learning Through Play Chapter 12	Binder Assignment Submission # 3-Toddlers and Two year olds Toddler and two year olds toy share
Tuesday, November 14	Learning Through Play Chapter 13	Discussion Board #5 Due (opens 11/7) Binder Assignment Submission # 4-Three year olds Three year olds toy share
Tuesday, November 21	Learning Through Play Chapter 14	Binder Assignment Submission # 5- Four and five year olds Four and five year olds toy share
Tuesday, November 28	Learning Through Play Chapter 15 Final Exam Uploaded	All 5 Unit Lessons Due Extra credit Quiz Due on Learning Through Play Chapters 10-15 (opens 11/14)
Tuesday, December 5		FINAL EXAM DUE BY 5:30 PM

